



# Child Safe Standard 4

## POLICY DETAILS

<b>Policy Title</b>	Child Safe Standard 4
<b>Creation Date</b>	17 <sup>th</sup> August 2017
<b>Review Date</b>	30 <sup>th</sup> March 2018
<b>Ratified</b>	By School Council August 2017

Victorian government schools are child safe environments. Our school actively promotes the safety and wellbeing of all students, and all school staff are committed to protecting students from abuse or harm in the school environment in accordance with their legal obligations including the Child Safe Standards. The school's Standard 3 – A Child Safety Code of Conduct, is available on the school's website.


<b>Position:</b>	<b>Principal</b>
<b>Duties/Responsibilities:</b>	<p>The role of the Principal is to lead and manage the planning, delivery, evaluation and improvement of the education of all students in a community through the strategic deployment of resources provided by the Department and the school community. A key component of this role is to increase the knowledge base of teachers within their school about student learning and quality teacher practice.</p> <p>At the same time, the Principal, as executive officer of the school council, must ensure that adequate and appropriate advice is provided to the council on educational and other matters; that the decisions of the council are implemented; and that adequate support and resources are provided for the conduct of School Council meetings.</p> <p>Principals have a clear set of accountabilities, which distinguish their work from other employees in the Teaching Service and the education community and are set out in detail in the contract of employment. The Principal is accountable for the overall leadership, management and development of the school within state-wide guidelines and Government policies. The core accountabilities of all Principals are to:</p> <ul style="list-style-type: none"> <li>– Ensure the delivery of a comprehensive, high quality education program to all students.</li> <li>– Ensure they follow the school's policies and procedures; this includes those related to Child Safety</li> <li>– Ensure students are within a Child Safe Environment</li> <li>– Be executive officer of the school council. Implement decisions of the school council.</li> </ul>

	<ul style="list-style-type: none"> <li>– Establish and manage financial systems in accordance with the Department and School Council requirements.</li> <li>– Represent the Department in the school and the local community.</li> <li>– Contribute to system-wide activities, including policy and strategic planning and development.</li> <li>– Effectively manage and integrate the resources available to the school.</li> <li>– Appropriately involve staff, students and the community in the development, implementation and review of school policies, programs and operations.</li> <li>– Report to the Department, school community, parents and students on the achievements of the school and of individual students as appropriate.</li> <li>– Comply with regulatory and legislative requirements and Department policies and procedures.</li> </ul>
<b>Qualifications Required:</b>	VRQA registration- current- including police and Working with Children Check
<b>Other Requirements:</b>	Completion of Mandatory Reporting Module (annual)

<b>Position:</b>	<b>Leading Teacher</b>
<b>Duties/Responsibilities:</b>	<p>Leading teachers will be highly skilled classroom practitioners and undertake leadership and management roles commensurate with their salary range. The role of leading teachers is to improve the skill, knowledge and performance of the teaching workforce in a school or group of schools and to improve the curriculum program of a school. Typically, leading teachers are responsible for coordinating a number of staff to achieve improvements in teaching and learning which may involve the coordination and professional support of colleagues through modelling, collaborating and coaching and using processes that develop knowledge, practice and professional engagement in others.</p> <p>Leading teachers are expected to lead and manage a significant area or function within the school with a high degree of independence to ensure the effective development, provision and evaluation of the school's education program. Leading teachers will be expected to make a significant contribution to policy development relating to teaching and learning in the school. A leading teacher has a direct impact and influence on the achievement of the school goals.</p> <p>Leading teachers are usually responsible for the implementation of one or more priorities contained in the school strategic plan.</p> <p><b>Position responsibilities</b></p> <p>In recognition of the importance of leadership and management combined with exemplary teaching practice for improved student learning outcomes, the key roles of the leading teachers may include but are not limited to:</p> <ul style="list-style-type: none"> <li>- Leading and managing the implementation of whole-school improvement initiatives related to the school strategic plan and school priorities</li> <li>- Leading and managing the implementation of whole-school improvement strategies related to curriculum planning and delivery</li> <li>- Leading and managing the provision of professional learning and developing individual and team performance and development plans for teaching staff within the priorities of the school</li> <li>- Leading and managing staff performance and development (review of staff)</li> <li>- Teaching demonstration lessons</li> <li>- Leading and managing the development of the school's assessment and reporting policies and practices</li> </ul>

	<ul style="list-style-type: none"> <li>- Leading and managing the implementation of the school operations and policies related to student welfare and discipline</li> <li>- Leading the development of curriculum in a major learning area and participating in curriculum development in other areas</li> <li>- Responsibility for general discipline matters beyond the management of classroom teachers</li> <li>- Contributing to the overall leadership and management of the school</li> <li>- Contributing to the development of proposals for school council consideration</li> <li>- Developing and managing the school code of conduct.</li> <li>- Ensure they follow the school's policies and procedures; this includes those related to Child Safety</li> <li>- Ensure students are within a Child Safe Environment</li> </ul>
<b>Qualifications Required:</b>	VRQA registration- current- including police and Working with Children Check.
<b>Other Requirements:</b>	Completion of Mandatory Reporting Module (annual) First Aid- Workplace Level 2 (recommended)

<b>Position:</b>	<b>Range 2 Classroom Teacher</b>
<b>Duties/Responsibilities:</b>	<p>Range 2 classroom teachers play a significant role in assisting the school to improve student performance and educational outcomes determined by the school strategic plan and state-wide priorities and contributing to the development and implementation of school policies and priorities. A critical component of this work will focus on increasing the knowledge base of staff within their school about student learning and high quality instruction to assist their school to define quality teacher practice.</p> <p>Range 2 classroom teachers will be expected to:</p> <ul style="list-style-type: none"> <li>- Have the content knowledge and pedagogical practice to meet the diverse needs of all students</li> <li>- Model exemplary classroom practice and mentor/coach other teachers in the school to engage in critical reflection of their practice and to support staff to expand their capacity</li> <li>- Provide expert advice about the content, processes and strategies that will shape individual and school professional learning</li> <li>- Supervise and train one or more student teachers</li> <li>- Assist staff to use student data to inform teaching approaches that enable targets related to improving student learning outcomes to be achieved.</li> </ul> <p>Additional responsibilities may include but are not limited to:</p> <ul style="list-style-type: none"> <li>- Managing and supervising a team of teachers in the planning, implementation and review of teaching and learning programs according to the school strategic plan's goals and priorities</li> <li>- Leading the development of curriculum policies and programs</li> <li>- Managing the supervision of student teachers</li> <li>- Co-ordinating the development and implementation of curriculum in small schools</li> <li>- Managing a year level or learning area</li> <li>- Managing a specialist function, such as sport, careers, student welfare, excursions or camps</li> <li>- Developing and managing the school transition program as it relates to Pre-School to Foundation Year and/or Year 6 to Year 7 transition and facilitating the associated orientation programs</li> <li>- Assisting the Principal and leading teachers with the performance of specific functions appropriate to the classification and role.</li> <li>- Ensure they follow the school's policies and procedures; this includes those related to Child Safety</li> </ul>



<b>Qualifications Required:</b>	VRQA registration- current- including police and Working with Children Check
<b>Other Requirements:</b>	Completion of Mandatory Reporting Module (annual) First Aid- Workplace Level 2 (recommended)

<b>Position:</b>	<b>Range 1 Classroom Teacher</b>
<b>Duties/Responsibilities:</b>	<p>The primary focus of the range 1 classroom teacher is on further developing skills and competencies to become an effective classroom practitioner with structured support and guidance from teachers at higher levels and the planning, preparation and teaching of programs to achieve specific student outcomes. These teachers teach a range of students/classes and are accountable for the effective delivery of their programs. Range 1 classroom teachers are skilled teachers who operate under general direction within clear guidelines following established work practices and documented priorities and may have responsibility for the supervision and training of one or more student teachers.</p> <p>At range 1, teachers participate in the development of school policies and programs and assist in the implementation of school priorities.</p> <p>The focus of a range 1 classroom teacher is on classroom management, subject content and teaching practice. New entrants to the teaching profession in their initial teaching years receive structured support, mentoring and guidance from teachers at higher levels.</p> <p>Under guidance, new entrants to the teaching profession will plan and teach student groups in one or more subjects and are expected to participate in induction programs and other professional learning activities that are designed to ensure the integration of curriculum, assessment and pedagogy across the school.</p> <p>Teachers at range 1 are responsible for teaching their own classes and may also assist and participate in policy development, project teams and the organisation of co-curricular activities.</p> <p>Range 1 classroom teachers will be expected to:</p> <ul style="list-style-type: none"> <li>– Ensure they follow the school’s policies and procedures; this includes those related to Child Safety</li> <li>– Plan and implement a range of teaching programs or courses of study</li> <li>– Teach an area of the curriculum or a general curriculum to a year level</li> <li>– Monitor, evaluate and report student progress in key learning areas</li> <li>– Implement strategies to achieve targets related to student learning outcomes</li> </ul>



	<ul style="list-style-type: none"><li>– Maintain records of class attendance and recording student progress</li><li>– Implement effective student management consistent with the school’s strategic plan</li></ul> <p>Additional responsibilities may include but are not limited to:</p> <ul style="list-style-type: none"><li>– Supervising a range of student activities including support and welfare programs</li><li>– Contributing to a range of co-curricular programs.</li></ul>
<b>Qualifications Required:</b>	VRQA registration- current- including police and Working with Children Check.
<b>Other Requirements:</b>	Completion of Mandatory Reporting Module (annual) First Aid- Workplace Level 2 (recommended)



<b>Position:</b>	<b>Education Support -Business Manager Education support class Level 1 Range 3</b>
<b>Duties/Responsibilities:</b>	<p>Education support class positions are diverse and cover the delivery of support services that include school administration and operations (e.g. human resources, finance, facilities,), school support services (e.g. library, laboratory, information technology), direct student and teaching support (e.g. classroom assistance to teachers, careers counselling, student health and wellbeing).</p> <p>Positions at this range may have management responsibility and accountability for the delivery of professional support services. Positions will usually impact beyond the work area and professional field to the extent it will be necessary to gain the cooperation of other staff members or members of the school community to achieve specific objectives. The role provides a degree of latitude for the employee to determine how work goals and targets are achieved in accordance with standard procedures and school policy. Business management and professional student support positions becomes a feature at this level.</p> <p>Responsibilities may include but are not limited to the following:</p> <ul style="list-style-type: none"> <li>– Manage and direct the preparation of annual budgets and regular financial statements and contribute to financial decision making</li> <li>– Coordinate a range of functions, such as finance, human resources and other support areas that contributes significantly to the business management function within the school</li> <li>– Manage the delivery of a particular service or function (e.g. finance, library, human resources, facilities)</li> <li>– Manage a school science laboratory where a variety of tests are undertaken, including activities that are not routine and techniques that are not standard</li> <li>– Advise teachers and students on aspects of information technology and use in the school</li> <li>– Conduct training and instruction to school colleagues within the technical field</li> <li>– Provide standard professional services independently within defined organisational and professional parameters</li> <li>– Provide operational leadership and strategic planning with respect to professional service delivery</li> <li>– Provide complex professional reports requiring in-depth factual analysis, including assessments and recommendations for consideration by others</li> </ul>

	<ul style="list-style-type: none"> <li>– Provide standard clinical professional services to students within the parameters of school policy and guidelines</li> <li>– Ensure they follow the school’s policies and procedures; this includes those related to Child Safety .</li> </ul>
<b>Qualifications Required:</b>	Current Police Check and Working with Children Check
<b>Other Requirements:</b>	Completion of Mandatory Reporting Module (annual) First Aid- Workplace Level 2 (recommended)

<b>Position:</b>	<b>Education Support –Classroom</b> <b>Education support class Level 1 Range 1</b>
<b>Duties/Responsibilities:</b>	<p>Education support class positions are diverse and cover the delivery of support services that include school administration and operations (e.g. human resources, finance, facilities,), school support services (e.g. library, laboratory, information technology), direct student and teaching support (e.g. classroom assistance to teachers, careers counselling, student health and wellbeing).</p> <p>Positions at this range involve the performance of routine tasks that are carried out under supervision or direction. Where the role carries a degree of independence, this will involve a limited number of tasks being performed on a regular basis in accordance with well-established and clear priorities and procedures with limited scope for deviation.</p> <p>Responsibilities may include but are not limited to the following:</p> <ul style="list-style-type: none"> <li>– Provide routine support for teachers</li> <li>– Perform routine administrative activities</li> <li>– Provide basic physical and emotional care for students</li> <li>– Assist with coordination and planning of student routines</li> <li>– Provide routine customer service tasks such as reception and providing straightforward advice about the school</li> <li>– Provide routine support tasks with respect to grounds and school maintenance</li> <li>– Ensure they follow the school’s policies and procedures; this includes those related to Child Safety .</li> </ul>
<b>Qualifications Required:</b>	Current Police Check and Working with Children Check
<b>Other Requirements:</b>	Completion of Mandatory Reporting Module (annual) First Aid- Workplace Level 2 (recommended)

<b>Position:</b>	<b>Casual Replacement Teachers</b>
<b>Duties/Responsibilities:</b>	As per position description for Classroom Teacher Range 1 – Ensure they follow the school’s policies and procedures; this includes those related to Child Safety
<b>Qualifications Required:</b>	VRQA registration- current- including police and Working with Children Check
<b>Other Requirements:</b>	Completion of Mandatory Reporting Module (annual) – (recommended) First Aid- Workplace Level 2 (recommended)

<b>Position:</b>	<b>Cleaner</b>
<b>Duties/Responsibilities:</b>	- Ensure they follow the school’s policies and procedures; this includes those related to Child Safety .
<b>Qualifications Required:</b>	Current Police Check and Working with Children Check
<b>Other Requirements:</b>	Contract Cleaners Panel endorsement or exemption – current.


It is the responsibility of the Principal to verify information provided by employees with regard their qualifications, registration status and record checks (police and working with children). Copies of registration, qualification and record checks are to be kept in personal files in the Principals Office.

## **STAFF RECRUITMENT**

All staff recruited by Harcourt Valley Guim Primary School will undergo a DEET set process.

This involves:

1. Advertising the position through DEET
2. Combining a panel to interview successful applicants.
  - a. Teaching Recruitment – Principal, School Council President, current teacher
  - b. Principal Recruitment – School Council President, Parent Elect, Principal from another school, DET employee, current teacher
  - c. Administration Recruitment – Principal, School Council President, current teacher
3. Ranking applicants from their application and interview

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4. Conducting ALL reference checks
  5. Appointment of position, pending:
    - a. Relevant qualifications being sighted in their original form or in a certified copy
    - b. Sighting of current Working with Children Check card
    - c. Return of current Police Check
    - d. Proof of personal identity
    - e. Proof of any professional associations

Once the recruitment process is completed, all staff will undergo a strict induction program, that will ensure coverage of:

1. Managing the Risk of Child Abuse Policy and Procedure
2. Supervision and Duty of Care Policy and Procedure
3. Emergency Management Plan
4. External Provider Policy
5. First Aid Policy
6. ICT Acceptable Use Policy and Procedure
7. Student Engagement and Inclusion Policy
8. Child Safe Standard 2

In addition to the above, all staff will be given a copy of all school policies to read and sign a declaration that they have read them and understand their content.

Each year, the Principal will run an in house profession development service for staff that covers all Child Safe standards and informs them of any new or departmental changes in relation to the Child Safe Standards.

Staff will undergo yearly performance appraisals with the Principal and the Child Safe Standards that are applicable, will be included as part of this appraisal process.

#### **STANDARD REVIEW**

This standard will be reviewed in conjunction with the school Principal each year by the elected School Council. Any changes will be made in accordance to the Victorian Education Department and VRQA guidelines. All revisions will be documented.



## REVISION HISTORY

Version	Date	Revisions Made
1	17/8/17	Standard created